

# TIPS 2.0 Lesson or Session Planning Template

Unit: Proportional Reasoning, Breakout 1 - 1 hour 30 minutes

Grade K-4

What's The Focus? Feedback In The Moment	<b>Math Learning Goals</b> <ul style="list-style-type: none"> <li>• Begin to develop an understanding of proportional reasoning</li> <li>• Begin to develop an understanding of the elements of effective feedback (timing, amount, audience)</li> <li>• Practice providing feedback “in the moment”</li> </ul>	<b>Materials</b> <ul style="list-style-type: none"> <li>• Position cards</li> <li>• Building mats</li> <li>• Grid paper</li> <li>• Square Tiles</li> <li>• Sticky notes</li> <li>• Graffiti Walk chart paper (x2)</li> <li>• Copies of: <ul style="list-style-type: none"> <li>- K-12 PR</li> <li>- Stages of Mult. Reasoning</li> <li>- PR Definitions</li> </ul> </li> </ul>
<b>Minds On...</b> 15 minutes	<b>Table groups→ Brainstorming “What is Proportional Reasoning”?</b> Participants reflect and record their responses to the question “What is Proportional Reasoning” on sticky notes. Each idea on a separate sticky-note.  In groups of 2 or 4, participants begin to create a concept web from common understandings and ideas and organizing sticky notes.  We will revisit the concept map throughout Proportional Reasoning breakout sessions.  Introduce reading: <ul style="list-style-type: none"> <li>• K-12 Proportional Reasoning Pages 3-4</li> <li>• Introduction of “Stages of Multiplicative Reasoning”</li> <li>• Definitions – posted on chart paper in room</li> </ul> Participants complete reading and revise concept maps in a new colour.	Graffiti Walk is a strategy allowing students to respond to ideas, quotes, etc. in a collaborative nature. Students rotate from chart paper to chart paper, record their ideas and responding to the ideas of others.
<b>Action!</b> 6 dinner Sid  20 minutes  20 minutes  FEEDBACK WAS PROCESSED IN TABLE GROUPS DUE TO TIMING	<b>Groups of 4 → Responding In the Moment</b> Introduce “Stages of Multiplicative Reasoning”.  Participants reconstruct Stages of Multiplicative Reasoning chart. Each researcher is highlighted in a different colour. Participants match one of each colour (three groups of researchers, three colours) together to find connections of stages between three researchers.  Provide each table with student sample package (5 samples in each) in response to “6 Dinner Sid”. Participants reflect on the question “Where might you put these samples on the Stages of Multiplicative Reasoning Chart and why?”  Identify elements of effective feedback (timing, amount, audience, etc.) from plenary.  Groups will cooperatively decide which two samples to use to respond in the moment; one additive sample, one multiplicative sample.  Possible choices: (Sample #4) – multiplicative thinking (page 2) (Sample #5) – additive thinking (Sample #3) – mathematical vocabulary is behind her conceptual understanding – doesn’t have the formal language  Groups study work sample and Stages of Multiplicative Reasoning and creates “In the Moment Feedback” for individual student growth utilizing “Strength, Needs, and Next Steps”.  Groups record feedback in a Graffiti Walk. Chart paper around the room will read “Strengths”, “Needs”, or “Next Steps”. Partners move from chart to chart responding to ideas under each heading for a specified period of time. Groups return to their original chart paper to share with the group during Consolidation.	
<b>Consolidate Debrief</b> 15 minutes	Each group reviews all comments made on chart paper and consolidate ideas: Strengths, Needs, Next Steps for additive sample and multiplicative sample. Groups will share significant points with the large group.	

## TIPS 2.0 Lesson or Session Planning Template

---

### Home Activity or Further Classroom Consolidation

Provide participants an opportunity to review and revise concept map.

Journal Reflection: Consider the role and/or importance of “In The Moment Feedback”. What are some of its challenges and strengths? How is content knowledge connected to In The Moment Feedback we provide to students?

## **TIPS 2.0 Lesson or Session Planning Template**